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ABSTRACT

Findings of an assessment of the ITT International Fellowship Program (i.e., International Telephone and Telegraph) are presented. The study conducted during the program's tenth year was designed to determine the effect of the program on its participants and to gain insight into the impact of international education in general. Questionnaires were completed by 277 fellows representing 52 countries and the United States, detailing information on: the fellows' background; experience in the host country; level of international understanding, language skills, and knowledge of the host country before and after the fellowship; and career subsequent to holding the fellowship. Findings include the following: more than half of the ITT fellows believed the fellowship made it possible for them to obtain better occupational positions; foreign male alumni perceived an especially strong connection between the fellowship and their later career success; foreign female alumni perceived career advantages less strongly, either because of sex-related barriers or, in some cases, a less vocationally-oriented choice of field of study; and 40 percent of U.S. fellows and 63 percent of foreign fellows reported that they are frequently or constantly involved in international matters. The survey questionnaire and lists of participating countries and U.S colleges are appended. (SW)

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AN ASSESSMENT AFTER TEN YEARS

by
Marianthi Zikopoulos
and
Elinor G. Barber

Preface by
Richard M. Krasno

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Preface

The Institute of International Education has a number of reasons to be very pleased to present the results of an assessment of the ITT International Fellowship Program.

The assessment confirms what many of us have long assumed to be true, that the ITT Fellowship Program is a great success. Bringing together talented young people, attractive fellowships, and careful selection and administration, results in a valuable educational experience and subsequent enhanced career opportunities. Furthermore, the fellowship recipients have clearly demonstrated concerns far beyond their immediate personal interests. The overseas educational experience provided by ITT gives concrete content to these concerns and disposes the recipients to take active steps to make a positive difference in alleviating international tension throughout the world. To put it simply, the fellows learn a great deal about their own fields and about foreign countries, they frequently become leaders in their fields, and they care deeply about other countries and about the state of the world.

For those of us who have been close to international educational exchanges, there are no real surprises here, though even for us, the weight of positive evidence is unexpected and gratifying. But there are many others for whom the support of programs in the field of international education represents a considerable leap of faith. They wonder whether these experiences are worth the cost; whether they may not as often provoke negative reactions as positive ones towards foreign countries; whether for many young people a study abroad experience is much more than a pleasant vacation. Such doubts may appear as plausible as the convictions of those supportive of international education. The great merit of this assessment of the ITT Fellowship Program is that it goes beyond plausibility and provides an objective analysis and actual facts about the impact of an overseas educational experience at the graduate level.

The reader will find such facts in the body of this report; facts about the demographic characteristics and the substantive interests of the foreign fellows and fellows from the United States; facts about the different ways in which the fellowship affects these two groups; facts about the impact of the fellowship on careers and about the longer-term career implications for women and men. And more.

With facts and interpretations of the kind presented here, it is possible to

make the leap of faith concerning the value of international education much smaller. Therewith, we hope, it will become easier to convince other agencies, both private and public, to follow the example of ITT in making a valuable commitment to international educational exchange. Greater participation by other agencies following ITT's lead would help to increase significantly the number of persons in important positions, here and abroad, who deal with their counterparts in other countries from a basis of knowledge and understanding. It is not enough to hope that a few of the world's political leaders will happen to be among those who have studied abroad. It is necessary to ensure, with carefully designed programs such as this one, that there be many leaders, in business, in the universities, in the world of arts and letters, as well as in government, who understand and cherish the cultures and customs of foreign countries. Such familiarity will make a multiplicity of relationships more productive and it will inevitably make the world a more stable place in which to live.

Richard M. Krasno, President
Institute of International Education

Introduction

... it's a maturing, enlightening, and humbling experience rolled into one. Dollars for traveling ambassadors make much more sense to me than dollars for massive defense budgets. I feel the return is far better for all of us.

An ITT fellow

Between 1973, when the ITT International Fellowship Program was established, and 1982, the program has provided grants to 498 graduate students for overseas in 37 countries, studies. Of these students, 244 are U.S. citizens who spent a year overseas, and 254 are foreigners, who came to the United States from 52 countries to pursue master's degrees.*

Administration of the ITT International Fellowship Program is the responsibility of the Institute of International Education (IIE), which receives policy guidance from the program's advisory board headed by Terry Sanford, president of Duke University. Fellows are screened and nominated for the program through an open competition in their home countries. A committee appointed by IIE selects the fellows. To qualify for consideration, applicants must be citizens and permanent residents of their home countries, must have completed at least half of their secondary and undergraduate training in their home country, must hold bachelor's degrees (or the equivalent) before the fellowship begins, and should intend to return to their home country upon its completion. The grants pay the full cost of approved educational programs, including round-trip travel, tuition and fees, a maintenance allowance, books and miscellaneous expenses, and insurance. There is no provision for dependents.

ITT chooses the countries that participate in the program. There are no restrictions on fields of study. To the extent possible, fellowships are not awarded to two U.S. candidates from the same school in one year. Through 1982, 186 different U.S. institutions have sent or received ITT fellows**. Efforts are made during the selection process to balance the number of males and females and to offer fellowships in a variety of fields. In fact, IIE's selection committee frequently uses the ITT program to provide, especially

* See Appendix C

** See Appendix D

for U.S. students, opportunities for foreign study that do not exist under other fellowship programs.

IIE undertook the following study of the ITT International Fellowship Program during its 10th year to ascertain the effect of the program upon its participants and to gain thereby an insight into the impact of international education in general. For like many others, the ITT program is based on the assumption that studying abroad offers more than just the opportunity to acquire knowledge of a certain field of study in a foreign land. It is expected that participants will also further their long-term career prospects when they return home, having gained a detailed knowledge of a foreign culture and a foreign language. And it is hoped that international educational exchanges will improve international understanding.

This study shows that these expectations are met. It concludes that:

- i. ITT fellows are successful in their occupations: they hold positions high in prestige, power, and income, and they believe that the fellowship plays a role in their success;
- ii. the fellows become familiar with their host societies—their customs, traditions, and ways of life;
- iii. the fellows become proficient in a foreign language; and
- iv. not only do fellows become more concerned about the problems of other countries and international conflict, but also and more importantly, they become actively involved in promoting international understanding.

Moreover, the study reveals that the gains—in knowledge, language skills, international understanding—made during the time of the fellowship are sustained long after its conclusion.

The survey questionnaire (see Appendix B) comprised principally closed-ended questions dealing with the respondent's (i) background (age, sex, country of origin, parents' education and occupations, field of study, and previous overseas experience); (ii) experience in the host country (time spent with host-country nationals and with third-country nationals, personal and professional ties established, and travel); (iii) level of international understanding, language skills, and knowledge of the host country before and after the fellowship; and (iv) career subsequent to holding the fellowships. The questionnaire also contained an open-ended section allowing the fellows to comment on the program. A more open-ended version of the whole questionnaire had been pretested on 20 former fellows, and the results of the pretest were used to design the final questionnaire. Care was taken to assure the respondents' anonymity in the hope that the answers obtained would be frank and unbiased.

This report describes and analyzes the entire group of fellows and their answers to the questionnaire, and shows to what extent and for what reasons different subgroups of fellows felt differently about their overseas education. These differences are illuminating for those who sponsor and design study-

abroad programs. Yet attention to the variations within the population of fellows should not obscure the general overwhelmingly positive outcome of the ITT program. This should be significant for an array of governmental and private agencies that are allocating scarce funds to international educational exchanges. The study makes a unique and important contribution to the understanding of the effects of international education not only on the particular individuals involved, but on broader processes of international communication and cooperation.

The Survey

Of the 498 persons who have been awarded ITT fellowships, current addresses were available for 466, and these constitute our sample. Two hundred and thirty-seven are U.S. citizens who studied abroad and 229 are foreigners who came to the U.S. to study. Of the 466 questionnaires sent out, 277 were completed; 130 of the completed questionnaires came from those who had studied or were still studying in the United States and 147 from those who had gone abroad to study. This represents a 60 percent response rate, which is fairly high by commonly accepted social science standards. The respondents are representative of all ITT fellows (although those from countries of low-middle level development* are slightly under-represented and those from Western Europe and Japan are slightly over-represented), and it is therefore valid to generalize about all fellows on the basis of the responses.

The questionnaire provided valid and valuable results, but the study has certain limitations. First, it is retrospective; it is necessary to rely on the respondents' ability to recall events, feelings, and competencies. Second, there is no way of checking the responses received against objective measures; it is necessary to rely on the respondents' assessments of their attitudes, opportunities and skills. It is desirable to keep these limitations in mind even though they do not fundamentally vitiate the study.

* For an explanation of the economic categorization of countries, see Appendix A.

It is worth describing the fellows in some detail. Their characteristics help to illuminate the educational and occupational opportunities in different countries and to explain some of the results of the ITT program.

a. Sex. Of every 10 fellows, 6 are male and 4 are female (Table 1.1). Closer examination shows that the disparity is largely the result of the low representation of women from countries other than the United States. This is evident as much in the highly industrialized and more developed countries as in those lowest on the development scale.

There is clearly, then, a difference in the participation of males and females as between the United States and foreign countries. The selection committee attempts to achieve numerical balance between men and women in the program, but because of the large number of foreign men nominated for awards, it is not always possible to attain such a balance.

1.1 SEX

<u>U. S. fellows</u>		<u>Foreign fellows</u>	<u>All fellows</u>
52.4	Male	70.8	61.0
47.6	Female	29.2	39.0
100.0	TOTAL	100.0	100.0
147	N	130	277

b. Age. Most ITT alumni are in their late twenties and early thirties (Table 1.2). The men are generally older than the women. U.S. fellows are generally younger than fellows from other nations, and this holds true for both men and women. The age patterns of the fellows reflect the greater success of the program in attracting younger applicants from the United States than from overseas.

1.2 AGE

U. S. Fellows				Foreign Fellows			All Fellows		
M	F	All		M	F	All	M	F	All
16.9	27.1	21.8	24 or less	8.7	0.0	6.2	12.4	17.6	14.5
45.5	48.6	46.9	25-29	39.1	52.6	43.1	42.0	50.0	45.3
29.9	24.3	27.2	30-34	40.2	39.5	40.0	35.5	29.6	32.9
7.8	--	4.1	35 or more	12.0	7.9	10.8	10.1	2.8	7.3
100.1	100.0	100.1	TOTAL	100.0	100.0	100.1	100.0	100.0	100.0
77	70	147	N	92	38	130	169	108	277

c. *Countries of origin and destination.** About half of the ITT fellows are foreign. Of the foreign fellows, slightly more than half came from the economically more advanced countries (Western Europe, Japan, Australia, and Canada); another 22 percent are from nations at a high-middle level of economic development (such as Spain, Argentina, Greece, and Singapore); and about 20 percent came from the countries of Asia, Latin America, and Africa, with per capita incomes at the middle-middle level and lower. (Table 1.3).

1.3 ECONOMIC LEVEL of country of origin or destination*

Host country (U. S. fellows)				Native country (foreign fellows)		
M	F	All		M	F	All
1.3	--	0.7	Low income	1.1	2.6	1.5
6.5	11.4	8.8	Low-middle income	3.3	7.9	4.6
11.7	12.9	12.2	Middle-middle income	8.7	26.3	13.9
24.5	28.5	26.5	High-middle income	23.9	15.8	21.5
--	2.9	1.4	Eastern Europe	5.4	2.6	4.6
55.8	44.3	50.3	Industrial nations	57.6	44.7	53.9
99.8	100.0	99.9	TOTAL	100.0	99.9	99.9
77	70	147	N	92	38	130

*The economic categories are explained in Appendix A.

Finally, a very small number of fellows came from Eastern European countries. Except in the case of countries in this last group, where political factors predominate over economic ones in determining the flow of fellows, the economic conditions of the sending countries clearly play a considerable part in this flow.

* See Appendix C for participating countries.

d. *Fields of study.* The data include both the fellows' major academic interests prior to studying overseas and during the fellowship (Tables 1.4 and 1.5). Some significant differences between the prefellowship interests of U.S. and foreign fellows are evident. It would, however, be unwise to overinterpret these differences. A committee appointed by IIE selects fellows from carefully screened applicants. The committee is guided by several criteria, academic excellence being the most important. But the selection committee also attempts to assure that ITT fellowships are used, whenever practicable, to provide as wide a range of opportunities as possible for qualified candidates. It is this conscious efforts of the selection committee to use the program to give deserving scholars otherwise unavailable opportunities for foreign study that account in part for the U.S. and foreign ITT fellows differing in fields of study from each other and, to some extent, from more general patterns of distribution of fields of study among individuals studying abroad. For U.S. citizens, both foreign and U.S. government-sponsored grant programs frequently exclude creative artists; ITT awards, however, are given to well-qualified artists. Similarly, because other programs provide relatively few opportunities for foreigners to study law and the social sciences in the United States, a greater proportion of ITT grants to foreign students are awarded in these disciplines.

Tables 1.4 and 1.5 also reveal differences between the study objectives of U.S. and foreign ITT fellows. A significant number of fellows shift from other fields to business and management when they come to the United States because in a good many foreign countries either no such specialization exists or it exists only at the undergraduate level. Also, U.S. business programs are often designed for students whose previous major was in a different field. In addition, U.S. graduate programs in business administration have great prestige. Among the foreign fellows there is, for example, a physician who came here to study health-care administration on his grant and an engineer who switched to business administration during his fellowship year.

For reasons like that above, the fields chosen by U.S. and foreign fellows during their ITT year are different. Of the U.S. fellows, 80 percent are in the arts, literature, and the social sciences, and only 15 percent in the natural sciences and business. By contrast, the ITT fellows who came to the United States include very few (less than 10 percent) in literature, art, and music, and a larger proportion (43 percent) in the various sciences, engineering and business. In engineering there is a rather smaller proportion of ITT foreign fellows than for the entire population of foreign students (see Douglas R. Boyan, ed., *Open Doors: 1981/82*, New York, IIE, 1983, p. 33).

There is a definite correlation between sex and fields of study for foreign fellows. In the U.S. group males and females have similar interests, but in the foreign group many more males than females study the physical sciences, engineering, management and business, and social sciences (other than economics), and the women study predominantly literature, philosophy, foreign

languages, and biological sciences.

1.4 FIELDS OF STUDY before the fellowship

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
13.0	10.0	11.5	Natural sciences	15.2	18.5	16.1	14.2	13.0	13.7
36.4	41.4	38.8	Social sciences	32.7	23.7	30.0	34.3	35.2	34.7
42.9	41.4	42.2	Humanities	5.4	23.7	10.8	22.6	35.1	27.4
1.3	1.4	1.4	Business	9.8	2.6	7.9	5.9	1.9	4.3
2.6	1.4	2.0	Engineering	20.7	7.9	16.9	12.4	3.7	9.0
1.3	1.4	1.4	Law	13.0	10.5	12.3	7.7	4.6	5.5
2.6	1.4	2.0	Other	3.3	13.2	6.2	3.0	5.6	4.0
--	1.4	0.7	No response	--	--	--	--	0.9	0.4
100.1	99.8	100.0	TOTAL	100.1	100.1	100.2	100.1	100.0	100.0
77	70	147	N	92	38	130	169	108	277

1.5 FIELDS OF STUDY during the fellowship

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
11.7	10.1	10.1	Natural sciences	13.1	21.1	15.4	12.4	13.0	12.6
35.1	44.3	39.4	Social sciences	28.3	29.1	28.5	31.3	38.9	34.3
42.7	41.2	42.1	Humanities	6.5	26.3	11.6	23.1	35.2	27.8
3.9	2.9	3.4	Business	19.6	--	13.8	12.4	1.9	8.3
2.6	1.4	2.0	Engineering	16.3	2.6	13.1	10.1	2.8	7.2
2.6	0.1	1.4	Law	12.0	10.5	11.5	7.7	3.7	6.1
1.3	--	1.4	Other	4.3	10.5	6.2	3.0	4.6	3.6
--	--	--	No response	--	--	--	--	--	--
99.9	100.0	99.8	TOTAL	100.1	100.1	100.1	100.0	100.1	99.9
77	70	147	N	92	38	130	169	108	277

e. *Socioeconomic backgrounds.* This study uses two indicators of the socioeconomic backgrounds of the ITT fellows: fathers' and mothers' education and fathers' and mothers' occupation.

The ITT fellows are a highly select group. Over 60 percent of their fathers attended a university and of these, about 40 percent attained graduate-level education. An additional 8 percent attended higher vocational-technical institutions (Table 1.6).

1.6 FATHERS' EDUCATION*

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
1.3	--	0.7	No schooling	--	--	--	0.6	--	0.4
3.9	--	2.0	Elementary	20.9	7.9	16.9	13.2	2.8	9.0
			Secondary						
--	--	--	tech.-vocational	--	2.6	0.8	--	0.9	0.4
18.5	11.4	14.9	academic	29.7	21.1	27.7	24.6	14.8	20.9
			Higher						
3.9	5.7	4.8	tech.-vocational	9.9	13.2	10.8	7.2	8.3	7.6
30.3	20.0	25.8	undergraduate	21.1	31.6	17.7	20.4	24.1	22.0
42.1	61.4	51.0	graduate	26.4	23.7	25.4	33.5	48.1	39.0
--	1.4	0.7	No response	1.1	--	0.8	0.6	0.9	0.7
100.0	99.9	99.9	TOTAL	100.1	100.1	100.1	100.1	99.9	100.0
77	70	147	N	92	38	130	169	107	277

*The educational categories include those who have had any education within a certain level but none beyond it.

Thus, nearly seven out of ten fellows' fathers are relatively highly educated, having continued beyond the secondary level. The mothers of the fellows are not as highly educated as their fathers, but about 23 percent of them attended undergraduate-level and another 21 percent graduate-level institutions. (Table 1.7).

Considering that in 1960 the proportion of the total population that received postsecondary education was 15 percent in the United States and far smaller in other societies, it is clear that the ITT fellows do not represent equally

all segments of their societies. (See W. Sewell and R. Hauser, *Education, Occupation, and Earnings: Achievements in the Early Career*, New York: Academic Press, 1975, for the United States, and D. Hansen and A.O. Haller, "Status of Attainment of Costa Rican Males: A Cross-Cultural Test of a Model," *Rural Sociology*, 38 Fall 1973: 269-82, for a developing society.)

The educational backgrounds of the parents of U.S. and foreign fellows differ. The U.S. fellows come from more educated homes, with approximately 80 percent of fathers and 70 percent of mothers having been schooled beyond the secondary level. The equivalent figures for the foreign group are 54 percent and 40 percent. This probably reflects the generally higher level of education of the U.S. population as a whole. (See M. Kotwal, "Inequalities in the Distribution of Education between Countries, Sexes, Generations and Individuals," in OECD, *Education Inequality and Life Chances*, Paris: OECD, 1975: pp. 102-103.)

Apart from these general differences, the educational level of the female fellows' parents is higher than that of the males', both in the U.S. and the foreign group. This confirms the frequent observation that highly-educated

1.7 MOTHERS' EDUCATION*

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
--	1.4	--	No schooling	5.5	5.2	5.4	3.0	2.8	2.5
2.6	2.8	2.8	Elementary	23.1	7.8	18.6	13.8	4.7	10.1
			Secondary						
--	--	0.7	tech.-vocational	1.1	2.6	1.6	0.6	0.9	1.1
29.0	17.1	23.1	academic	34.1	31.5	33.3	31.8	22.3	27.9
			Higher						
10.5	10.0	10.9	tech.-vocational	16.5	15.8	16.3	13.8	12.1	13.4
30.3	30.0	28.6	undergraduate	13.2	23.7	16.3	21.0	27.8	22.8
27.6	38.6	32.9	graduate	5.5	13.2	7.8	15.6	29.6	20.7
--	--	2.0	No response	1.1	--	0.8	0.6	--	1.4
100.0	99.9	100.1	TOTAL	100.1	99.8	100.1	100.2	100.2	99.9
77	70	147	N	92	38	130	169	108	277

*The educational categories include those who have had any education within a certain level but none beyond it.

parents do not simply concentrate on obtaining as much education as possible for their sons, but are also likely to encourage their daughters, and especially daughters who do well academically, to pursue undergraduate and graduate education. Moreover, educational attainment is closely associated with occupational and economic status and, if funds are not plentiful, they are more likely to be spent on the education of male children, especially in traditional societies. As a result, academically able males from less educated and affluent families are more likely than able females to attain the highest levels of education and to be able to avail themselves of such opportunities as the ITT fellowships.

Given the close association of education and occupation referred to above, it comes as no surprise that in occupational terms the ITT fellows come predominantly from the middle and upper strata of their societies (Tables 1.8 and 1.9). The fathers of half of the respondents have jobs high in prestige, income, and power, while the fathers of another 37 percent are clerical or sales workers. Only 12 percent of the fellows come from blue-collar and farming backgrounds. The mothers of half of the fellows work outside the home, and very few of them hold low-level positions or do farm work. Indeed, over one-third of the mothers who work are professionals, managers, or higher-level administrators.

Neither in educational nor in occupational terms are the ITT fellows representative of the socioeconomic hierarchy of their societies. While 50 percent of the fellows come from the upper stratum, this stratum constitutes, in most OECD countries, only about 10 percent of the male working population in the 1960s and 1970s; only in the United States did it constitute 25 percent. And whereas 50 percent of economically active men in these countries are manual workers and farmers, only 12 percent of fellows have fathers in these occupations. (G. Busch, "Equality of Educational Opportunity by Social Origin in Higher Education," in OECD, *op. cit.*, pp. 164-169.) Although there are no comparable data for some of the developing countries from which ITT fellows come, their occupational structures are likely to be even more steeply hierarchical. As with parents' educational background, more women than men come from families with high-prestige occupations, and for the same reasons as apply to education.

The underrepresentation of persons from the lower social and educational strata among ITT fellows is not the result of selection rules and procedures. A major reason, undoubtedly, is readier access to higher education for young people from the upper social strata; this has been widely documented for a very large number of societies, both developed and developing. (See D. Treiman, *Occupational Prestige in Comparative Perspective*, New York: Academic Press, 1977, pp. 239-59; for comparative data on OECD countries, see G. Busch *op. cit.*; for some evidence on less developed societies, see L. Weis, *The Impact of Secondary Education on Attitudinal Modernization: a Ghanaian Case Study*, unpublished Ph.D. thesis, University of Wisconsin,

1979, as well as N. Lin and N. & D. Yauger, "The Process of Educational Status Achievement: A preliminary cross-national comparison." *American Journal of Sociology*, 81 1975: 544-57.) Not only do individuals from higher socioeconomic strata have more access to higher education, but also they tend to perform better academically. Further, it may be that highly educated

1.8 MOTHERS' OCCUPATION* for mothers working outside the home

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
--	--	--	Rural	9.1	5.0	7.5	3.8	1.6	2.8
--	2.3	1.1	Low	3.0	10.0	5.7	1.3	4.8	2.8
60.0	58.1	59.1	Middle	66.7	45.0	58.5	62.8	54.0	58.9
40.0	39.5	39.8	Upper	21.2	40.0	28.3	32.1	39.6	35.5
--	--	--	No response	--	--	--	--	--	--
100.0	99.9	100.0	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
77	70	140	N	92	38	140	169	108	277

*Rural: farmers and other rural workers;

Low: blue-collar workers;

Middle: clerical, sales workers;

Upper: professionals, managers, higher level administrative workers.

1.9 FATHERS' OCCUPATION

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
--	--	--	Rural	4.3	10.5	6.2	2.4	3.7	2.9
6.5	11.4	8.8	Low	12.0	5.3	10.0	9.5	9.3	9.4
35.1	27.1	31.3	Middle	46.7	31.6	42.3	41.4	28.7	36.5
57.1	61.4	59.2	Upper	35.9	52.6	40.8	45.6	58.3	50.5
1.3	--	0.7	No response	1.1	--	0.8	1.2	--	0.7
100.0	99.9	100.0	TOTAL	100.0	100.0	100.1	100.1	100.0	100.0
77	70	147	N	92	38	130	169	108	277

parents have themselves lived and studied abroad and may be more willing to allow their children to do the same. Financial need is not, of course, a selection criterion in the ITT program. The ITT awards, like most fellowships for international study, are based on academic and artistic merit. Yet efforts are made by the program administrators to encourage applications from provincial and smaller private colleges and universities, both in the United States and abroad. It is, indeed, possible that the ITT program promotes upward mobility by enabling capable middle-class students to attain the highest positions in their societies by providing them with special educational opportunities. (See A. Mani, *Determinants of Educational Aspirations among Indonesian Youth*, unpublished Ph.D. thesis, University of Wisconsin, 1980; and M. Zikopoulos, *Student Selection in Greek Secondary Schools*, unpublished Ph.D. thesis, University of Wisconsin, 1982.)

f. Previous foreign experience. Prior to going abroad on the ITT fellowship, six out of ten ITT fellows had acquired some familiarity with foreign cultures. They had lived in one or more countries other than their native one, or their parents or siblings had done so (Table 1.10). Some come from diplomatic families, where frequent foreign travel is a rule. Others have gone abroad as exchange students in high school or have pursued undergraduate education in another country. Yet another subgroup comprises children of immigrants who wanted to study in the country of their parents or ancestors.

Evidently, a high proportion of the ITT fellows have cosmopolitan backgrounds. This is surely one of the several important factors that help explain their interest in overseas education and the very positive effect this experience generally has on them.

1.10 PRIOR FOREIGN EXPERIENCE
including that of family

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
48.1	32.9	40.8	No	33.7	42.1	36.2	40.2	38.0	38.6
51.9	64.3	57.8	Yes	66.3	57.9	63.8	59.8	60.2	60.4
--	2.9	1.4	No response	--	--	--	--	1.8	0.7
100.0	100.1	100.0	TOTAL	100.0	100.0	100.0	100.0	100.0	99.9
77	70	147	N	92	28	130	169	108	277

Effects of the ITT fellowships

What effects, then, did the ITT fellowships have on those who participated in the program? More specifically, first, to what extent did the experience affect, in the view of the fellows, their careers, their knowledge of the host society and its language, and their attitudes towards other countries, cultures, and international issues? And second, did these several effects of the program differ for different subgroups of the fellows?

a. *Careers.* The ITT fellowships provide the opportunity for talented persons to increase their knowledge in their field by studying in another country where the level of development in that field is high. Insofar as the fellows come from developing countries, they may advance not only their own careers but also the development of their countries. Another lasting effect of this kind of overseas educational experience may be the improvement of the quality of international professional contacts.

The ITT fellows are clearly doing very well. Those who are working full time generally hold positions high in prestige, power, and income. They are university professors, lawyers, scientists, bankers, high-level managers, journalists, and diplomats, or they are pursuing fulfilling careers in drama, the arts, and music. The great majority of those working only part time are still studying in M.A. or Ph.D. programs, and they too can presumably look forward to obtaining high-level occupations.

The question whether the ITT fellows would have done as well had they never received fellowships is inescapable, but we cannot answer it unequivocally. There is no control group consisting, for example, of "near-misses," i.e., applicants who were strong contenders but failed to receive fellowships. Yet the alumni are in a good position to compare themselves to others and

assess the significance of their studies abroad in their own advancement. The majority of former fellows believe that but for their fellowships their occupational positions would be lower. This belief is strongest among the foreign fellows and especially among foreign males (Table 2.1). Even if the disproportionate satisfaction of foreign males is left aside, almost 50 percent of the fellows believe that the fellowship had a positive influence on the positions they attained. The greater importance of the fellowship for the foreign group can be explained. In developing countries particularly, but to some extent also in Western Europe and Japan, those relatively few people

2.1 ESTIMATED OCCUPATIONAL LEVEL
if no studies abroad had been undertaken

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
46.8	47.1	46.9	Lower	69.6	55.3	65.4	59.2	50.0	55.6
44.2	41.4	42.9	Similar	27.2	42.1	31.5	34.9	41.7	37.5
1.3	1.4	1.4	Higher	1.1	2.6	1.5	1.2	1.9	1.4
7.8	10.0	8.8	No response	2.2	--	1.5	4.7	6.5	5.4
100.1	99.9	100.0	TOTAL	100.1	100.0	99.9	100.0	100.1	99.9
77	70	147	N	92	38	130	169	108	277

2.2 APPLICATION OF SKILLS
acquired while on the fellowship

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
12.9	15.7	14.2	Never	1.1	2.6	1.5	6.5	11.1	8.3
5.2	7.1	6.1	Rarely	4.3	5.3	4.6	4.7	6.5	5.4
16.9	15.7	16.3	Sometimes	15.2	10.5	13.8	16.0	13.9	15.2
20.8	22.9	21.8	Frequently	31.5	21.0	28.5	26.6	22.2	24.9
36.4	31.4	34.0	Always	40.2	50.0	45.1	38.5	38.0	38.3
7.8	7.1	7.4	No response	7.6	10.5	8.5	7.7	8.3	7.9
100.0	99.9	99.8	TOTAL	99.9	99.9	100.0	100.0	100.0	100.0
77	70	147	N	92	38	130	169	108	277

who obtain graduate education of a high caliber that is not available domestically constitute a select group and are likely to hold the highest positions in the occupational hierarchy. In the United States, by contrast, high-quality graduate

education can be obtained domestically, and those who do not receive fellowships for study abroad have chances of attaining high-level positions similar to those who do. The fields of study of the foreign and U.S. ITT fellows reflect, to some extent at least, these differences in educational resources. While the fields of study of those who come here are most often career-oriented, those of U.S. fellows tend to emphasize cultural and intellectual enrichment (Tables 1.4 and 1.5). Foreign fellows subsequently use the skills obtained while on the fellowship in their jobs more frequently than U.S. fellows (Table 2.2). The career-related benefits of the ITT fellowship are, therefore, seen as more important by the former group.

The judgments of the female foreign ITT fellows about the significance of their overseas educational experience are somewhat different from the males'. Fewer women see their careers as having been advanced. This may be because in other countries opportunities for upward occupational mobility for women, even for those with high academic qualifications, are limited, or because women are in fields in which there is little scope for advancement. Further, it may be that family responsibilities have prevented some women from pursuing a career as actively as their abilities enable them to. This warrants further exploration.

The perceptions of the fellows concerning the significance of their fellowships for their careers are confirmed by comparisons they were requested to make between their own occupational positions and the chances of upward mobility and those of persons from their own countries with similar backgrounds and abilities but no overseas educational experiences. About 44 percent of the fellows estimate that their jobs are better than those of friends who meet the criteria outlined above (Table 2.3). Again, foreign males perceive the greatest advantage, followed by foreign females. And well over half of the alumni, be they men or women, U.S. citizens or foreign, believe that their peers are likely to advance more slowly in the future (Table 2.4).

2.3 ESTIMATED OCCUPATIONAL LEVEL of peers who did not study abroad

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
39.0	31.4	35.4	Lower	56.5	44.7	53.1	48.5	36.1	43.7
41.6	37.1	39.5	Similar	33.7	50.0	38.5	37.3	41.7	39.0
5.2	7.1	6.1	Higher	2.2	2.6	2.3	3.6	5.6	4.3
14.3	24.3	19.0	No response	7.6	2.6	6.2	10.7	16.7	13.0
100.1	99.9	100.0	TOTAL	100.0	99.9	100.1	100.1	100.1	100.0
77	70	147	N	92	38	130	169	108	277

2.4 OCCUPATIONAL MOBILITY
compared to peers who did not study abroad

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
--	--	--	Lower	--	5.3	1.5	--	1.9	0.7
26.0	28.6	27.2	Similar	27.2	26.3	26.9	26.6	27.8	27.1
71.4	58.6	65.3	Higher	69.6	68.4	69.2	70.4	62.0	67.1
2.6	12.9	7.5	No response	3.3	--	2.3	3.0	8.3	5.1
100.0	100.1	100.0	TOTAL	100.1	100.0	99.9	100.0	100.0	100.0
77	70	147	N	92	38	130	169	108	277

2.5 EFFECT OF FELLOWSHIP
on careers

Obtained good training skills needed in home country	36.6
Obtained good training skills that are applied on job	56.6
Made further education possible	40.9
Impressed employers	34.4
Made contact with persons who help (will help) with career	23.2
Helped me decide which occupation to follow	31.9
Other	15.2

It is worth examining also the more specific ways in which the ITT fellows think that their overseas training had positive effects on careers (Table 2.5). In many cases, their studies provided them with knowledge and skills that are needed in their countries and that they can do and apply in their jobs. For 41 percent, the fellowship opened the door to further education, usually at the Ph.D. level, which in turn had positive occupational consequences. In some cases, the fellows made contacts with influential persons who subsequently helped them advance professionally. And one-third of the respondents believe that their employers are impressed with the award itself. Many fellows, of course, benefited in several of these ways.

In sum, more than half of the fellows believe that the ITT fellowship made it possible for them to obtain better occupational positions than they would have otherwise had. Almost none of them believes that having been a fellow is a disadvantage. Many of them can specify the benefits of the fellowship for effective performance in their jobs. And most of the fellows expect future beneficial effects in facilitating occupational mobility.

Since one of the stated aims of the ITT International Fellowship is to increase the quantity and quality of international involvement at the professional

level, it is important to know to what extent the fellows, after the completion of their foreign education, are pursuing careers that involve international concerns or contacts and whether the number pursuing such careers increased as a result of the fellowship. Two-thirds of the fellows report that they were internationally oriented even before they received their fellowship (Table 2.6). (This bears out the high level of cosmopolitanism of the group shown in Table 1.10.) Before studying abroad, 60 percent planned to return home to enter occupations that would bring them into contact with foreign persons, ideas, institutions, or technology, and 5 percent planned to work in foreign countries. Only about 23 percent intended to return to their countries to obtain or resume positions without international involvement. Over 75 percent of the fellows, then, did not acquire a *new* international orientation as a result of the fellowship, but the fellowship did aid them in obtaining the kind of internationally oriented jobs they wanted.

2.6 CAREER PLANS prior to fellowship

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
28.6	14.3	21.8	Job at home with no international involvement	22.8	28.9	24.6	25.4	19.4	22.8
61.1	61.4	61.2	Job at home with international involvement	63.0	55.3	60.8	62.1	59.3	60.1
1.3	5.7	3.4	Job in host country	1.1	--	0.8	1.2	3.7	2.2
1.3	1.4	1.4	Job in third country	3.3	5.3	3.8	2.4	2.8	2.5
1.3	7.1	4.1	Further graduate education	6.5	5.3	6.2	4.1	6.5	5.1
--	2.9	1.4	Other	2.2	5.3	6.2	4.1	6.5	5.1
3.9	4.3	4.1	Undecided	--	--	--	1.8	2.8	2.2
2.6	2.9	2.7	No response	1.1	--	--	1.8	1.9	2.9
100.1	100.0	100.1	TOTAL	100.0	100.1	99.9	100.0	100.1	100.0
77	70	147	N	92	38	130	169	108	277

What about those who were initially more parochially oriented? Considering that 23 percent had planned careers concerned only with local matters and people and that 16 percent now report that their postfellowship jobs never

2.7 OCCUPATIONAL INTERNATIONAL CONTACTS or concerns

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
5.2	8.6	6.8	Never	2.2	--	1.5	3.6	5.6	4.3
15.6	11.4	13.6	Rarely	9.8	10.5	10.0	12.4	11.1	11.9
37.7	30.0	34.0	Sometimes	21.7	28.9	23.8	29.0	29.6	29.2
23.4	31.4	27.2	Frequently	46.7	50.0	47.7	36.1	38.0	36.8
14.3	12.9	13.6	Always	18.5	7.9	15.4	16.6	11.0	14.4
3.9	5.7	4.8	No response	1.1	2.6	1.5	2.4	4.6	3.2
100.1	100.0	100.0	TOTAL	100.0	99.9	99.9	100.1	99.9	99.8
77	70	147	N	92	38	130	168	108	277

or rarely involve international contacts or concerns (Table 2.7), at least some did not stick to their original plans. At the same time, 40 percent of the U.S. fellows and 63 percent of the foreign ones report that they are frequently or always involved in international matters. Whether or not they had intended to have jobs with international components all along or were influenced by the ITT fellowship to do so, almost all the ITT fellows who now have such jobs think that their fellowship enabled them to perform more effectively in their jobs. Only 14 percent believe they would be doing as well if they had not received an award, and none thinks he or she would be doing worse (Table 2.8). This testimony is complemented by the judgment that, in the view of 90 percent of the group, their effectiveness is greater than that of their compatriots who have had no overseas experience (Table 2.9).

2.8 INTERNATIONAL COMPETENCE without the fellowship

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
91.1	84.2	87.6	Lower	85.7	80.0	84.2	88.1	82.9	86.1
8.9	15.8	12.4	Similar	14.3	20.0	15.8	11.9	17.1	13.9
--	--	--	Higher	--	--	--	--	--	--
100.0	100.0	100.0	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
56	57	113	N	70	25	95	126	82	208

2.9 INTERNATIONAL COMPETENCE
of peers who did not study abroad

U. S. fellows				Foreign fellows			All fellows		
M	F	All		M	F	All	M	F	All
1.9	1.8	1.8	Lower	--	16.0	4.2	0.8	6.1	2.9
7.5	5.3	6.4	Similar	5.6	16.0	8.3	6.5	8.5	7.3
90.5	93.0	91.8	Higher	94.4	68.0	87.5	92.7	85.4	89.8
99.9	100.1	100.0	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
53	57	110	N	71	25	96	124	82	206

It is the intention of the sponsors of the ITT International Fellowship Program, as of sponsors of training-abroad programs generally, that the fellows return to their home countries to apply the knowledge they acquire abroad and to exert their influence on behalf of better relationships (political, professional, economic) between their own country and their host country. In the case of the ITT program, the fellows conform to a very high degree to the desired pattern. Of the foreign fellows, and it is their return that is principally at issue here, only 7.6 percent who came to the United States in 1978 or before are still here. Of those who came in 1979 or before, the percentage remaining here is 10.4 percent, and of those who came in 1980 or before, 13.7 percent. These figures indicate that, while a number of foreign fellows do remain here, usually for education beyond the M.A. level, an overwhelming proportion return to their countries after completing their education and other practical training.

Since the ITT fellows come to the United States with J visas, it is not possible for them to change their visa status and become part of the professional labor force without reentering the country. But this is not sufficient explanation of the high long-term return rate. It must also be related to the quality of the individuals who are selected, the effective design of the program, which provides them with skills that can be applied in their home countries, and the satisfactory careers that the fellows may confidently expect to pursue. These are the optimal and rarely found conditions for the prevention of brain drain.

b. Knowledge of host societies. All countries need individuals who are well informed about other parts of the world. Their familiarity with foreign countries not only enables them to perform more effectively in their specific jobs in business, government, or academia, but it also constitutes a reservoir of knowledge that has wider significance in maintaining favorable or at least stable relations between countries. It is important to know, therefore, whether and to what extent the ITT fellows acquire such knowledge of their host countries while they deepen their knowledge of a particular field of study.

2.10 KNOWLEDGE OF HOST SOCIETY
before fellowship

	<u>Own field of study</u>	<u>Literature</u>	<u>Art & Music</u>	<u>Politics</u>	<u>Economy</u>	<u>Educational system</u>	<u>Customs & Traditions</u>	<u>Way of life in general</u>	<u>Average</u>
Nonexistent	3.3	5.5	4.4	2.2	2.2	6.9	1.1	2.2	3.4
Slight	8.7	29.8	26.2	21.1	31.3	35.3	23.3	19.3	24.3
Fair	34.2	34.5	36.7	40.0	37.1	35.6	34.9	36.7	36.3
Considerable	33.5	23.6	24.4	30.5	24.4	17.8	32.0	33.5	27.5
Excellent	20.0	6.2	8.0	5.8	4.7	4.4	8.7	8.0	8.2
No response	0.4	0.4	0.4	0.4	0.4	--	--	0.4	0.3
TOTAL	100.1	100.0	100.1	100.0	100.1	100.0	100.0	100.1	100.0

2.11 KNOWLEDGE OF HOST SOCIETY
at present

	<u>Own field of study</u>	<u>Literature</u>	<u>Art & Music</u>	<u>Politics</u>	<u>Economy</u>	<u>Educational system</u>	<u>Customs & Traditions</u>	<u>Way of life in general</u>	<u>Average</u>
Nonexistent	1.1	6.9	6.5	0.4	1.1	2.5	1.1	0.7	2.5
Slight	4.7	26.5	18.1	5.8	8.7	14.9	4.3	2.2	10.6
Fair	17.4	37.3	38.0	32.2	31.9	26.4	21.0	16.7	27.6
Considerable	40.9	18.1	25.7	39.5	38.0	35.1	41.3	41.3	35.0
Excellent	31.2	6.9	7.6	18.5	16.3	16.7	27.9	34.1	19.9
No response	4.7	4.3	4.0	3.6	4.0	4.3	4.3	5.1	4.3
TOTAL	100.0	100.0	99.9	100.0	100.0	99.9	99.9	100.1	99.9

(In some cases, to be sure, knowledge of a field and knowledge about the country overlap to a considerable degree.) The aspects of the host societies we focused on were literature, art, music, politics, the economy, the educational system, customs and traditions and the way of life in general, and the state of the art in the fellow's own discipline or field of study.

Most of the ITT fellows report that they were fairly knowledgeable about the society in which they studied prior to going there; yet over all they can hardly be said to have been experts on their host societies. (Table 2.10). Fewer than 10 percent claim to have had "excellent" knowledge and only an additional 27 percent say they had "considerable" familiarity; as many as 30 percent admit that they knew little or nothing. There was considerable change as a result of the fellowship; the proportion claiming excellent or considerable knowledge rose by 20 percent and the proportion admitting scant knowledge fell by 20 percent (Table 2.11). The areas in which the respondents are most expert now are the same as those with which they were best acquainted before going abroad: the state of the art in their own field of study and the customs, traditions, and way of life of the host society. The greatest increases occurred in knowledge of the host society's economic and educational systems. By contrast, fellows are generally no more familiar after their fellowship year with the literature and arts of the host country than before they went abroad. On completion of the program, only one-third of the fellows read books of fiction or nonfiction to any great extent; 10 percent never read them and 25 percent read them rarely. In the case of art and music, over 60 percent of the fellows reported that they did visit museums or listen to local radio programs during their stay. But it may well be that knowledge acquired in this way is rather ephemeral and that it is more difficult to keep up in these areas than in politics, economics, and one's own field of study.

Knowledge of the host society is not entirely symmetrical between ITT fellows coming to the United States and those going abroad; in general, the levels of knowledge were similar, but the specific areas were different. The U.S. fellows were more expert on the literature, art, and music of their host countries. Since a large proportion of them actually studied these fields overseas and many had had opportunities to study the literary and artistic accomplishments of other societies in college, this is not surprising. The foreign fellows, by contrast, tend to specialize in science and business, and they are not very likely to have had access to "American studies" in their home countries. Yet they exceeded the U.S. fellows in their knowledge of the political, economic and educational systems of their host country and of the state of the art of their discipline. Since the United States is a powerful country whose policies affect most of the world and since the United States is very advanced in such areas as science, engineering, and management, foreigners pay particular attention to a range of developments there. Through the wide dissemination of U.S. pop culture, moreover, young people in other

countries inevitably know a good deal about certain aspects of U.S. culture as well. While U.S. and foreign fellows made comparable gains in knowledge as a result of their fellowship experience, the asymmetries in the kinds of knowledge they have persisted.

Given the similarity in the fields of study of U.S. male and female ITT fellows, it is not surprising to find also considerable similarity in the kinds of knowledge of their host country. There is, however, a disparity in the kinds of knowledge of the United States acquired by foreign males and females. This, presumably, is because men come to the U.S. to study science, engineering, and business, and women come more commonly to study social science and literature. There is one aspect of the knowledge of host societies that all women have in greater measure than men: they all are more familiar with day-to-day life.

c. Language skills. A prerequisite for understanding another society (that is, the way people live, their history and traditions, their ways of conducting business, their political system, and their cultural achievements) is facility in the language of the society. Language skills are essential also for certain more scholarly activities: for research or for creating and maintaining professional relationships that last long after the fellows have returned home. If the language acquired is a language of wider communication, it makes possible contacts with persons from nations other than the host country. It is important, therefore, to examine the improvements in language skills that may be attributed to the ITT fellowship.

We examined three kinds of language skills: speaking, listening, and reading; and on three occasions—before the fellowship, immediately upon completing the fellowing, and at present. Only changes in the skills of persons who came from or went to non-English-speaking countries will be analyzed here. We shall not compare directly the change in language proficiency of foreign and U.S. fellows because the language requirements for obtaining an ITT fellowship are different for the two groups. (The former have to test high on the Test of English as a Foreign Language (TOEFL) while the testing of U.S. fellows is more substantive and not as rigorous.) Language proficiency was measured on a scale developed by John L.D. Clark of the Center for Applied Linguistics in Washington, D.C. (See Thomas S. Barrows, ed., *College Students' Knowledge and Beliefs: A Survey of Global Understanding*, New Rochelle, N.Y.: Change Magazine Press, 1981. Chapter 9, "Language," by Clark, pp. 87–100, contains the proficiency variables used here with slight adaptations.) Respondents are presented with lists of tasks of increasing difficulty along the three dimensions of proficiency and are asked to indicate the ones they can or could do easily. The most difficult task they check provides their score for the particular aspect of language proficiency.

Among the U.S. fellows, only 28 percent had excellent command of the language of their host country prior to their fellowship year (level 14 in Table 2.12), though the rest necessarily had limited proficiency (a requirement for

2.12 SPEAKING ABILITY*

	Prior to fellowship		Just after fellowship		At present	
	Foreign	U. S.	Foreign	U. S.	Foreign	U. S.
0	--	6.4	--	--	--	1.6
1	--	3.2	--	--	--	--
2	--	2.4	--	--	--	--
3	1.9	4.0	--	--	--	--
4	1.0	2.4	--	--	--	0.8
5	1.0	1.6	1.0	--	--	0.8
6	2.9	5.6	--	0.8	--	--
7	--	4.0	--	0.8	--	4.0
8	5.7	19.2	--	7.2	--	8.8
9	3.8	4.8	--	0.8	--	2.4
10	2.9	4.8	1.0	4.0	--	4.8
11	10.5	4.8	--	4.0	--	9.6
12	6.7	7.2	1.0	0.8	2.9	5.0
13	3.8	--	1.9	6.4	1.9	4.8
14	59.0	28.0	95.2	72.8	95.2	54.4
No response	1.0	1.6	--	2.4	--	2.4
TOTAL	100.2	100.0	100.1	100.0	100.0	100.0
N	105	125	105	125	105	125

*The figures account only for those students who went to or came from non-English-speaking countries.

receiving the fellowship). By their own testimony, 50 percent could do no better than have a rudimentary conversation in which they gave simple information about themselves—where they were born, how many brothers and sisters they have, where they went to school (levels 0–8). Further, they could read only simple personal notes, store signs, and newspaper headlines (levels 0–3 in Table 2.14) and could not understand native speakers unless they adapted their speech—spoke slowly, used gestures, used simple words (levels 0–4 in Table 2.15). One out of ten, in fact, was able to speak and understand just a few words and simple phrases, and 17.6 percent could read only at this minimal level (levels 0–3 in Table 2.12 and level 0 in Tables 2.13 and 2.14).

2.13 LISTENING COMPREHENSION*

	Prior to fellowship		Just after fellowship		At present	
	Foreign	U. S.	Foreign	U. S.	Foreign	U. S.
0	--	10.4	--	--	--	1.6
1	1.9	8.8	--	--	--	4.0
2	--	7.2	--	0.8	--	0.8
3	1.0	4.0	--	3.2	--	1.6
4	35.2	30.4	--	8.0	1.0	12.8
5	5.7	6.4	--	--	--	4.8
6	7.6	3.2	1.0	--	3.8	2.4
7	11.4	3.2	6.7	8.8	4.8	5.6
8	6.7	2.4	5.7	5.6	1.9	5.6
9	2.9	0.8	6.7	4.8	5.7	6.4
10	6.7	1.6	5.7	4.0	8.6	3.2
11	20.0	20.0	73.3	62.4	73.3	48.8
No response	1.0	1.6	1.0	2.4	1.0	2.4
TOTAL	100.1	100.0	100.1	100.0	100.1	100.0
N	105	125	105	125	105	125

*The figures account only for those students who went to or came from non-English-speaking countries.

By the time the U.S. fellows returned home, dramatic improvements had taken place (more dramatic for foreign fellows for the reasons mentioned above). Seventy-five percent could speak the host country's language with great ease; about 65 percent could understand it without difficulty when spoken, and over 50 percent could read even highly technical professional material without a dictionary (the highest levels in each of the three tables). Most of the rest were relatively competent speakers, listeners, and readers of the language. Their experience abroad, in other words, led them to make tremendous strides in the learning of a foreign language. Such proficiency, in turn, made knowledge of other aspects of the society more accessible and communication with foreigners more frequent and more rewarding. While this is true for most fellows, about 10 to 15 percent were not able to acquire more than minimal proficiency in one or more aspects of the language (levels

2.14 READING PROFICIENCY*

	<u>Prior to fellowship</u>		<u>Just after fellowship</u>		<u>At present</u>	
	Foreign	U. S.	Foreign	U. S.	Foreign	U. S.
0	1.0	17.6	--	1.6	--	5.6
1	1.0	4.0	--	--	--	1.6
2	6.7	9.6	1.0	3.2	--	4.8
3	7.6	25.6	1.0	10.4	1.0	8.0
4	15.2	10.4	1.0	4.0	1.0	10.4
5	12.4	5.6	1.9	8.8	--	7.2
6	11.4	2.4	2.9	4.0	4.8	3.2
7	9.5	2.4	8.6	12.8	4.8	11.2
8	34.3	20.8	83.8	53.6	88.6	45.6
No response	1.0	1.6	--	1.6	--	2.4
TOTAL	100.1	100.0	100.2	100.0	100.2	100.0
N	105	125	105	125	105	125

*The figures account only for those students who went to or came from non-English-speaking countries.

0-8, 0-4, and 0-3 in Tables 2.12, 2.13 and 2.14 respectively). Some imbalances in proficiency may be attributable to the need for different skills in different fields of study: laboratory scientists and engineers may depend on reading skills less than literary scholars and on listening and speaking skills less than anthropologists; social scientists doing field work may not need to be as competent general readers as historians.

Language proficiency in all three categories decreased somewhat after the U.S. fellows returned home. Disuse evidently had an effect, especially on speaking and on listening comprehension. The lesser decrease in reading proficiency may be because it is easier to acquire and read foreign-language books frequently than to talk to persons that have the right language skills. The proportion of U.S. fellows able to perform easily such complex tasks as describing the system of government of their country (level 14 in Table 2.12) and understanding native speakers when they converse rapidly with each other or when they speak rapidly on the telephone (levels 10 and 11 in Table 2.13) declined from 73 percent (for speaking) and 66 percent (for listening) to a little over 50 percent (for each skill) in the interval since they returned home. With regard to reading ability, 46 percent of the U.S. group

can, at present, read professional books and journals easily (level 8 in Table 2.14), compared to 54 percent who could do so immediately upon return. It should be emphasized that the amount of attrition is relatively small in all categories and that by no means do the U.S. alumni revert to anything like their levels before the fellowship. Most continue to be very competent in the language of the country to which they traveled. Relatively few have forgotten most of what they learned. Thus, only seven percent cannot now easily talk at some length about an activity like a hobby (levels 0-8 in Table 2.12); and while previously 60 percent needed special help to understand what was said to them, only 25 percent now do so (levels 0-4 in Table 2.13).

The patterns of increase and subsequent attrition in the language proficiency of the foreign ITT fellows who came to the United States are rather different. Their initial proficiency was considerably greater, though as many as 40 percent had some difficulty in speaking (level 13 or less in Table 2.12), and many more had trouble in listening and reading (level 10 or less in Table 2.13 and level 7 or less in Table 2.14). Twenty percent reported that they had no problems in understanding native speakers well but 40 percent could not read academic materials without using a dictionary frequently (levels 11 and 8 respectively). The period spent in this country, however, resulted in the virtual elimination of deficiencies in speaking proficiency and a great improvement in listening comprehension and reading proficiency. Upon returning home, 75 percent could understand native speakers easily, and the rest did so with little trouble. Also, 84 percent read even highly technical academic texts with little or no help. What is more, the ITT fellows from foreign countries have retained this high level of competency in English. Their level of proficiency in speaking and listening is as high as it was when they returned to their native countries and in reading it is even slightly higher. This is true not only of those foreign fellows who returned from the United States recently but also of individuals who received their fellowships in 1977 or earlier.

Explanations of the disparities in language retention between U.S. and foreign fellows are not difficult to find: (i) foreign fellows who require English language training are placed in intensive programs for up to 12 weeks before their academic programs start in the United States; (ii) many foreign ITT fellows have jobs in which they come in contact with persons or institutions in third countries, and English is frequently used in these situations—they can, then, use the language; and (iii) foreign fellows' awards provide support through the completion of a master's degree (an average of about 17 months in the United States). U.S. fellows, by contrast, spend only one academic year (about 10 months) in the host country. Also, many of the foreign fellows remain in the United States after the two years provided by their fellowship to obtain Ph.D. degrees. Thus, they have more time than the U.S. fellows to perfect their language skills.

Changes in proficiency are quite similar for U.S. men and women, with

the one exception: the women's speaking proficiency declines less than the men's. There is no ready explanation for this since the contacts that they maintain with their host country are very similar. Equal proportions have revisited the host country, maintained friendships with natives of the country, and participated in other activities related to the country. The only differences are the greater extent to which women communicate within the United States with persons who are knowledgeable about the host society and attend cultural and intellectual events. Whether these activities account for the greater retention of speaking proficiency by women is hard to say.

d. International understanding. Any assessment of the ITT International Fellowship Program would be incomplete without an examination of how the participants' perspectives on the world have been affected. Professional training is not the only nor is it perhaps even the primary objective of this program or of many others. Equally important is the enhancement of international understanding. In 1973, ITT stated that "the fellowship program was established by ITT to foster increased international understanding through the communication of ideas, culture, and knowledge." (*ITT International Yearbook, 1973-74*, New York: IIE, 1974, p. 5). Later, Terry Sanford, the chairman of the fellowship program committee, added that "worldwide peace begins foremost with the attitudes of people. By living and working together, people from many different walks of life begin to develop a mutual respect for and understanding of each other. One of the most effective ways to achieve this relationship is through international educational exchange." (*ITT International Fellowship Program Yearbook, 1978-79*, New York: IIE, 1979, p. 7.)

International understanding is a concept often invoked yet rarely defined. The statements cited above explicitly or implicitly suggest that the concept entails improved communication, seeing international issues from new perspectives, making the world a more peaceful and productive place, mutual respect among different nations, tolerance for other people's ideas, the sharing of ideals, greater awareness of the interests of foreign countries, and global cooperation. In our study, trying to be more specific, we define the concept to encompass overt behavior as well as attitudes and feelings. The following seem to indicate the existence of international understanding: the development and maintenance of relationships with persons from other countries, travel to foreign countries, and participation in activities aimed at bringing about greater goodwill among nations. The survey sought to ascertain each fellow's awareness and concern about international affairs and problems afflicting the world or regions of it, desire to solve these international problems, desire for greater closeness among nations, openness to foreign persons and ideas, and respect for the historical and cultural traditions and achievements of other peoples. (See Appendix B for questions asked.)

The women and men who are awarded ITT fellowships were clearly not indifferent to what goes on beyond the boundaries of their own countries

2.15 INTERNATIONAL UNDERSTANDING
before fellowship - all fellows

	<u>Aware of world peace</u>	<u>Concern for world problems</u>	<u>Desire for peace</u>	<u>Wish to help solve world problems</u>	<u>Respect of other cultures</u>	<u>Need for closer coop. among nations</u>	<u>Desire to meet for- eigners</u>	<u>Travel to other coun- tries</u>	<u>Actual partic- ipation</u>	<u>Average</u>
Nonexistent	0.4	1.4	--	0.7	--	0.4	0.4	0.7	12.7	1.8
Slight	9.1	15.9	3.3	14.5	5.4	3.6	2.9	2.9	21.4	8.8
Fair	39.9	38.8	14.1	26.8	15.2	22.1	15.6	10.9	36.2	24.3
Considerable	41.7	27.5	38.8	36.2	34.8	43.5	30.8	35.1	19.9	34.4
Great	7.6	15.2	40.2	18.8	43.5	27.9	48.9	48.6	7.2	28.6
No response	1.4	1.1	3.6	2.9	1.1	2.5	1.4	1.8	2.5	2.0
TOTAL	100.1	99.9	100.0	99.9	100.0	100.0	100.0	100.0	99.9	99.9
N	277	277	277	277	277	277	277	277	277	277

2.16 INTERNATIONAL UNDERSTANDING
at present - all fellows

	<u>Aware of world peace</u>	<u>Concern for world problems</u>	<u>Desire for peace</u>	<u>Wish to help solve world problems</u>	<u>Respect of other cultures</u>	<u>Need for closer coop. among nations</u>	<u>Desire to meet for- eigners</u>	<u>Travel to other coun- tries</u>	<u>Actual partic- ipation</u>	<u>Average</u>
Nonexistent	--	0.7	--	0.7	0.4	--	--	--	7.9	1.1
Slight	0.7	5.4	1.8	6.9	0.4	0.4	0.7	1.8	12.6	3.4
Fair	19.2	24.5	8.3	20.9	4.3	8.0	6.2	6.2	28.9	14.0
Considerable	50.9	39.7	27.8	33.9	28.9	35.4	35.4	24.9	26.4	33.7
Great	26.7	27.4	59.6	35.0	64.3	53.1	54.9	65.0	19.5	45.0
No response	2.5	2.2	2.5	2.5	1.8	3.2	2.9	2.2	4.7	2.7
TOTAL	100.0	99.9	100.0	99.9	100.1	100.1	100.1	100.1	100.0	99.9
N	277	277	277	277	277	277	277	277	277	277

prior to going abroad (Table 2.15). Virtually no one reports a total lack of international understanding, and fewer than 10 percent state that it was slight; 60 percent report that their awareness of world concerns and problems and their wish for a more peaceful and harmonious world were either considerable or great, as were their desires to interact with foreigners and their respect for other cultures. Indeed, about 80 percent wanted strongly to travel to foreign countries and meet their citizens. Their disposition towards international understanding was one of the reasons that they applied for the fellowship. Yet their positive attitudes towards things international were, prior to going abroad, more conspicuous than their activities. About one-third of them did not try actively to promote their views or did so only rarely. It is, of course, not very easy to do something about international cooperation—either because of lack of time or because of lack of knowledge of appropriate organizational mechanisms—so it is all the more remarkable that one-fourth of the fellows did actually take active steps to implement their views and attitudes frequently or very frequently.

Even before their fellowships, then, the ITT fellows are people who to a considerable extent are open to other cultures and people, are concerned about the world and its future, and to a significant degree act to bring about greater communication and interaction among nations. Yet living and studying in a nation other than their native one enhance these attitudes and behaviors appreciably. The proportion who hold strong positive views of the world and of the citizens of other countries and who are aware of the problems on the international scene, and especially the problems of the Third World countries increased from 60 percent to 80 percent. Moreover, the number of those who are doing something themselves to bring about greater understanding at the international level rose from 27 percent to almost 50 percent. Most of them maintain personal contacts with persons they met in the place where they studied, travel to the host and other countries, and participate in other activities designed to break communication barriers and improve understanding.

There were no major overall differences between U.S. and foreign fellows nor between males and females in their level of international understanding before or after their fellowship experience. Goodwill towards the wider world and the will to implement a better global future does not reside in particular countries or in only one sex. All are disposed to make this interdependent world a better place to live in.

Conclusions

This study of the ITT International Fellowship Program illuminates several aspects of study abroad for fully funded graduate students. Many of the benefits of the award extend far beyond the academic training uniquely available in a foreign classroom.

We have obtained direct evidence of the fellows' perceptions of the value of the fellowship. Our quantitative assessment of the fellows' responses supports the expectation of positive benefits from an international educational experience of this kind. Thus, the ITT program makes a valuable and significant contribution by adding an international dimension to conventional graduate education.

The foreign ITT fellows clearly learned a great deal while studying abroad, partly because some knowledge is not available in their home countries, and partly because they found new opportunities to apply their existing knowledge. Two fellows commented as follows:

Academically, American universities offer training that can't be obtained in home institutions. Learning about the latest developments in different fields helps us, when back, to improve the quality of our education and industries.

ITT's fellowship program allows talented, innovative people to interact with foreigners and their countries, not through a textbook, but face to face—human person to human person. By being placed in a foreign environment and being exposed to the same economic, social, and cultural conditions as [they are], ITT fellows can apply acquired knowledge to current [problems] . . .

Such advances are coupled with impressive gains in language proficiency, which to an important extent had been retained several years later.

Close familiarity with the customs and traditions and the way of life in general in the host societies is another valuable result of the fellowship. As another foreign fellow put it:

I arrived here with a lot of misconceptions, most of which are now removed. I have a much more positive attitude towards Americans than I did previously, for, like most foreigners, I arrived suspicious of the country and its actions. Those suspicions have been replaced with liking and acceptance. I do not always agree with what happens here, but now I can see why the action was taken, and indeed often sympathize with it.

The same sort of thing happened to U.S. fellows in other countries. These

fellows not only came to understand other countries better, but they maintained an interest in their host societies, as well as contact with persons there. Such links are essential ingredients in the creation of international networks of persons who can communicate directly about common concerns.

The importance of such common concerns is evident in the professional sphere. For the ITT fellows, the opportunity to study abroad increases the chances of having successful careers; many of the ITT fellows expect to become leaders in their particular fields in their countries, including the sphere of international affairs. As one of them wrote:

Today's fellows may be tomorrow's spokesmen in areas involving international relations, and the ITT experience will have played a significant factor in their career development.

It is important to emphasize that, almost without exception, the fellows return to their countries, and the benefits of their overseas experience thereby extends to those countries. Many of the fellows, furthermore, enter into careers with international components, and this includes fellows who had not expected such careers before studying abroad. It is especially in these positions, whether in private practice, in international business, or in government service, that the fellows use their language skills, their knowledge of other countries, and the contacts they made during the fellowship.

The ITT fellowship program, finally, shows quite dramatically that intimate knowledge of the language and culture of other countries and personal relationships with people in those countries lead to improvement in international understanding. The ITT fellows not only became aware of and concerned about other nations and about world problems and peace, but have worked actively to bring about greater cooperation among nations. Again, some direct testimony:

My understanding and empathy for the Third World increased dramatically as a result of my ITT sponsored studies. This has affected the way I vote, the charities I contribute to, and to some extent the opinions of my friends, my family, and others with whom I have shared my experience.

The effect of the fellowship may be a direct one, through participation in organized efforts to promote international cooperation, or more indirect, in that international trade may be improved by greater sensitivity to the ways of doing business in other countries. More generally, sophisticated awareness of the economic and political imperatives that drive other countries may be a constructive influence on foreign and economic policymaking. ITT fellows, and others like them, are likely to be found wherever effective efforts in these spheres are carried on. In the private and public lives of these fellows, the overseas educational experience has a profound and lasting effect.

Appendix A

National Income Classifications

Low income (GNP per capita \$370 or less): Indonesia

Low-middle income (GNP per capita \$380 to \$990): Kenya, Ghana, Egypt, Liberia, Cameroon, Thailand, Philippines.

Middle-middle income (GNP per capita \$1,000 to \$1,900): Colombia, Ecuador, Korea, Algeria, Mexico, Chile, South Africa, Brazil.

High-middle income (GNP per capita \$2,100 to \$4,180): Uruguay, Iran, Portugal, Argentina, Venezuela, Taiwan, Singapore, Greece, Israel, Spain.

Nonmarket industrial economies (Eastern Europe): Yugoslavia, Poland, Hungary.

Industrialized (GNP per capita \$4,210 to \$13,920): Ireland, Italy, United Kingdom, Finland, Austria, Japan, Australia, Canada, France, Netherlands, United States (including Puerto Rico), Norway, Belgium, West Germany, Denmark, Sweden, Switzerland.

These classifications are adapted from those of the World Bank. See World Bank, *World Development Report*, Washington, D.C., August, 1981, pp. 134-135.

Appendix B



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ITT INTERNATIONAL FELLOWSHIP ALUMNI QUESTIONNAIRE

1. Date of birth: _____
2. Sex: ☐ Male ☐ Female
3. Marital status when fellowship began: _____
4. Native country: _____
5. Host country: _____
6. Dates of ITT Fellowship:
From _____ month _____ year to _____ month _____ year
In home country: _____ In host country: _____

7. Principal academic field (check appropriate fields for each category).

	At time of application	During your fellowship year	Any subsequent degree earned or at present		At time of application	During your fellowship year	Any subsequent degree earned or at present
Physical sciences	☐	☐	☐	Literature	☐	☐	☐
Biological sciences	☐	☐	☐	Art or music	☐	☐	☐
Economics	☐	☐	☐	Medicine	☐	☐	☐
Psychology	☐	☐	☐	Agriculture	☐	☐	☐
History	☐	☐	☐	Education	☐	☐	☐
Social sciences (other than economics)	☐	☐	☐	Business/management	☐	☐	☐
				Other (specify _____)	☐	☐	☐

8. What is the highest level in school your father and your mother finished? If you are not sure, please give your best guess.

	Father	Mother		Father	Mother
Never attended school	☐	☐	Business, vocational, or technical school (give exact number of years)	_____	_____
Some elementary school (give exact number of years)	_____	_____	University Undergraduate or equivalent (give exact number of years)	_____	_____
Completed elementary school (give exact number of years)	_____	_____	Graduate or professional (give exact number of years)	_____	_____
Some secondary school (give exact number of years)	_____	_____			
Completed secondary school (give exact number of years)	_____	_____			

9. Please state the occupation of your father and your mother at the time you applied for the ITT Fellowship. (If one or both were deceased, retired, disabled, or unemployed, describe the last job they held.)

a) In what kind of business, industry, or profession did they work (e.g. factory, elementary school, farm, government)?

Father: _____ Mother: _____

b) What kind of work were they doing? Please describe their duties as specifically as possible (e.g. teacher, grocery clerk, lawyer, foreman, salesperson, housewife).

Father: _____ Mother: _____

(please continue)

c) Were they (check one for each parent):

Employee of private company, business, or individual for wages, salary, or commission

Father

Mother

A government employee

Self-employed in own business, professional practice, or farm

Other (please specify) _____

11. Before accepting the ITT Fellowship, had you lived in a single foreign country for more than three consecutive months?

☐ No ☐ Yes _____ (where) (how long) (which years)

12. Had your parents or siblings lived in a foreign country for more than three consecutive months before you went abroad on an ITT Fellowship?

Mother ☐ No ☐ Yes (specify where and how long) _____

Father ☐ No ☐ Yes (specify where and how long) _____

Sibling(s) ☐ No ☐ Yes (specify where and how long) _____

13. How would you describe your position on the following before you went abroad on your fellowship?

	Insufficient	Slight	Fair	Considerable	Great
Awareness of problems common to many nations	☐	☐	☐	☐	☐
Concern with problems of Third World countries	☐	☐	☐	☐	☐
Desire for international peace	☐	☐	☐	☐	☐
Wish to help find solutions to global problems such as hunger, disease, etc.	☐	☐	☐	☐	☐
Respect for historical, cultural, etc. traditions and achievements of nations other than your own	☐	☐	☐	☐	☐
Need for closer cooperation among nations	☐	☐	☐	☐	☐
Desire to meet and interact with persons not from your home country	☐	☐	☐	☐	☐
Actual or desired travel to foreign nations	☐	☐	☐	☐	☐
Actual participation in activities aimed at effecting greater international understanding	☐	☐	☐	☐	☐

14. Describe your knowledge of the following facets of the host-country society at the time of your application for an ITT Fellowship:

	Insufficient	Slight	Fair	Considerable	Excellent
Level of development of your field of study	☐	☐	☐	☐	☐
Literature	☐	☐	☐	☐	☐
Art and music	☐	☐	☐	☐	☐
Politics	☐	☐	☐	☐	☐
Economy	☐	☐	☐	☐	☐
Educational system	☐	☐	☐	☐	☐
Customs and traditions	☐	☐	☐	☐	☐
Way of life in general	☐	☐	☐	☐	☐

15. What were your career plans prior to becoming an ITT Fellow?

☐ To get a job in my own country that does not involve international concerns and/or contacts

☐ To get a job in my own country involving international concerns and/or contacts

☐ To get a job in host country

☐ To get a job in other foreign country

☐ Other (please specify) _____

16. While abroad approximately how much of your time was spent with: Natives of host country _____ %
Persons from your home country _____ %
Other foreigners _____ %

17. Did you develop personal and/or professional relationships with natives of your host country while there?

	No	A few (1-5)	Some (6-10)	Many (11 or more)
Fellow students	☐	☐	☐	☐
Faculty	☐	☐	☐	☐
Young persons not in university	☐	☐	☐	☐
Professionals in your field	☐	☐	☐	☐
Families	☐	☐	☐	☐
Others (please specify _____)	☐	☐	☐	☐

18. Did you do any of the following in the host country?

	Never	Seldom	Sometimes	Often	Very frequently
Read local newspapers and magazines	☐	☐	☐	☐	☐
Read popular fiction and nonfiction books published in the host country	☐	☐	☐	☐	☐
Read professional journals and books published in the host country	☐	☐	☐	☐	☐
Visit museums, galleries, or other places where local art can be seen	☐	☐	☐	☐	☐
Listen to local radio programs in foreign language(s)	☐	☐	☐	☐	☐
Watch TV programs or attend films in foreign language(s)	☐	☐	☐	☐	☐
Travel in host or other foreign countries	☐	☐	☐	☐	☐
Attend lectures, conferences, or seminars to learn more about the host country	☐	☐	☐	☐	☐

19. What is the highest level of education you have attained? If you plan to continue your education what is the highest level you expect to attain?

	Present level	Expected future level
B.A. or B.S.	☐	☐
Some master's work (no degree)	☐	☐
Some professional work (medicine, dentistry, law, business, theology, no degree)	☐	☐
Some Ph.D. work (no degree)	☐	☐
Master's degree	☐	☐
Professional degree	☐	☐
Ph.D. degree	☐	☐

20. At the present time you are: ☐ Employed full time (Skip to question 24) ☐ Employed part-time ☐ Not employed

21. What is the main reason you are not working now?

- ☐ Continuation of education full-time ☐ Temporary lay-off
☐ Seeking employment with no success ☐ Family responsibility
☐ Illness or disability ☐ Other (please specify _____)

22. Have you worked in the past? ☐ Yes ☐ No

23. What kind of work do you do now (on your last job)?

Indicate business, industry, or profession (e.g. finance/banking, professional, education, transportation, insurance, etc.): _____

Title or position (e.g. scientist, engineer, clerical, teacher, etc.) and responsibilities associated with it: _____

(please continue)

24. Is (was) your job related to your studies while on the ITT Fellowship? That is, do (did) you apply skills you have acquired in the host country on your job?
☐ Never ☐ Rarely ☐ Sometimes ☐ Frequently ☐ Always

25. If you had not studied abroad, do you believe that the level of your present or future occupation would be:
☐ Lower ☐ Similar ☐ Higher

26. Compared to your job level, do (or will) friends or old classmates of yours with similar abilities, background, and training to yours, but with no overseas experience, have job levels:
☐ Lower ☐ Equal ☐ Higher

27. As a result of your being an ITT Fellow do you believe that your chances for occupational mobility have:
☐ Decreased considerably ☐ Decreased somewhat ☐ Remained the same ☐ Increased somewhat ☐ Increased considerably

28. Compared to others from your country who have similar qualifications to yours but who did not study in another country, are your chances for upward occupational mobility:
☐ Higher ☐ The same ☐ Lower

29. Does your job (or is your future job likely to) involve concerns and/or contact with persons, institutions, etc. of foreign countries?

	Never	Rarely	Sometimes	Frequently	Always
Host country	☐	☐	☐	☐	☐
Other foreign countries	☐	☐	☐	☐	☐

30. Was your decision (or is your intention) to follow that occupation affected by your experience abroad?

☐ Not at all
 (Skip to Question 34)

☐ Slightly
☐ Somewhat
☐ Considerably
☐ Tremendously

(Continue with Question 31)

31. If you had not been an ITT Fellow, your effectiveness in your present or future occupation involving international contacts would be:
☐ Lower ☐ Similar ☐ Greater

32. Compared to your compatriots with similar qualifications but with no foreign experience, your effectiveness in your occupation involving international contacts is (or will be):
☐ Greater ☐ Equal ☐ Lower

33. Has your fellowship experience been (or will it be) useful to your career? (Check as many as are appropriate.)

☐ Yes, because I obtained good training and skills that are needed in my country

☐ Yes, because I obtained good training and skills that I (will) apply on my job

☐ Yes, because it made possible further education that is necessary for a good job in my field

☐ Yes, because employers are impressed by the fact that I was an ITT Fellow

☐ Yes, because I made personal and professional contacts with persons who helped (will help) me get a good job

☐ Yes, because it helped me decide which occupation to follow

☐ Yes, because of other reason(s) (please specify) _____

☐ No, because the education I obtained abroad was of low quality

☐ No, because there is no demand for the skills I acquired

☐ No, because, while abroad, I missed opportunities to apply for desirable positions that were open

☐ No, because going abroad influenced me to enter a field I do not really like

☐ No, because of other reason(s) (please specify) _____

84. Please check the phrases that describe what you could (can) do quite easily in the language of the country in which you studied while on the ITT Fellowship:

Language _____	Prior to going abroad	Immediately upon returning to own country	At present
Speaking			
Count to 10 in the language	☐	☐	☐
Say the days of the week	☐	☐	☐
Give the current date (month, day, year)	☐	☐	☐
Order a simple meal in a restaurant	☐	☐	☐
Ask for directions on the street	☐	☐	☐
Buy clothes in a department store	☐	☐	☐
Introduce yourself in social situations and use appropriate greetings and leave-taking expressions	☐	☐	☐
Give simple biographical information about yourself (place of birth, composition of family, early schooling, etc.)	☐	☐	☐
Talk about your favorite hobby at some length, using appropriate vocabulary	☐	☐	☐
Describe your present job, studies, or other major life activities accurately and in detail	☐	☐	☐
Tell what you plan to be doing five years from now, using appropriate vocabulary	☐	☐	☐
Describe your country's educational system in some detail	☐	☐	☐
State and support with examples and reasons a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution)	☐	☐	☐
Describe the system of government of your country	☐	☐	☐
Listening Comprehension			
Understand very simple statements or questions in the language ("Hello, How are You?", "What is your name?", "Where do you live?", etc.)	☐	☐	☐
In face-to-face conversation, understand a native speaker who is speaking slowly and carefully (deliberately adapting his or her speech to suit you)	☐	☐	☐
On the telephone, understand a native speaker who is speaking to you slowly and carefully (deliberately adapting his or her speech to suit you)	☐	☐	☐
In face-to-face conversation with a native speaker who is speaking slowly and carefully, tell whether the speaker is referring to past, present, or future events	☐	☐	☐
In face-to-face conversation, understand a native speaker who is speaking as quickly and as colloquially as he or she would to another native speaker	☐	☐	☐
Understand movies without subtitles	☐	☐	☐
Understand news broadcasts on the radio	☐	☐	☐
From the radio, understand the words of a popular song you have not heard before	☐	☐	☐
Understand play-by-play descriptions of sports events (for example a soccer match) on the radio	☐	☐	☐
Understand two native speakers when they are talking rapidly with one another	☐	☐	☐
On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to another native speaker	☐	☐	☐
Reading Proficiency			
Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions	☐	☐	☐
Read on store fronts the type of place or the services provided (for example, "dry cleaning," "book store," or "butcher")	☐	☐	☐
Understand newspaper headlines	☐	☐	☐

(please continue)

	Prior to going abroad	Immediately upon returning to own country	At present
Read personal letters and notes written as they would be to a native speaker	☐	☐	☐
Read and understand magazine articles at a level similar to those found in <i>Time</i> or <i>Newsweek</i> , without using a dictionary	☐	☐	☐
Read popular novels without using a dictionary	☐	☐	☐
Read newspaper "want ads" with comprehension, even when many abbreviations are used	☐	☐	☐
Read highly technical material in a particular academic or professional field with no use or very infrequent use of a dictionary	☐	☐	☐

36. Do you maintain an interest in the host-country society? ☐ No ☐ Yes
How? (Check as many as are appropriate.)

☐ By reading or watching media of your own country

☐ By communicating with persons in your own country knowledgeable about the host society

☐ By communicating with persons living in the host country

☐ By reading journals and popular literature from the host country

☐ By reading professional journals and books from the host country

☐ By reading professional journals and books about the host country written elsewhere

☐ By further studies in an academic institution

☐ By attending conferences, seminars, lectures, etc., dealing with the host country

☐ By being a member of organization(s) involved with the host country

☐ By attending art exhibits, concerts, cinemas, and other cultural activities

☐ By doing something else (please specify: _____)

38. How would you rate your knowledge of recent societal, cultural, and intellectual developments in the host society at present?

	None/least	Slight	Fair	Considerable	Excellent
Level of development of your field of study	☐	☐	☐	☐	☐
Literature	☐	☐	☐	☐	☐
Art, music	☐	☐	☐	☐	☐
Politics	☐	☐	☐	☐	☐
Economy	☐	☐	☐	☐	☐
Educational system	☐	☐	☐	☐	☐
Customs and traditions	☐	☐	☐	☐	☐
Way of life in general	☐	☐	☐	☐	☐

39. Have you sustained any of the relationships you developed in the host country?

	None	Few	Most	All
Professional	☐	☐	☐	☐
Personal	☐	☐	☐	☐

40. Since your fellowship year ended have you travelled to:

	None	Once	Two or three times	Four or more times
Host country	☐	☐	☐	☐
Other foreign countries	☐	☐	☐	☐

39. The main object of the trip(s) was:

	Host country	Other foreign countries
Professional	☐	☐
Tourism	☐	☐
Visiting friends in that country	☐	☐
Stopover on way to other country	☐	☐
Other (please specify _____)	☐	☐

40. Are you a member of any international professional organization(s) or other organization(s) with international concerns?

Professional organization(s) ☐ Yes ☐ No

Other international organization(s) ☐ Yes ☐ No

41. How would you describe your position on the following issues?

	None/least	Slight	Fair	Considerable	Great
Awareness of problems common to many nations	☐	☐	☐	☐	☐
Concern with problems of Third World countries	☐	☐	☐	☐	☐
Desire for international peace	☐	☐	☐	☐	☐
Wish to help find solutions to global problems such as hunger, disease, etc.	☐	☐	☐	☐	☐
Respect for historical, cultural, etc., traditions and achievements of nations other than your own	☐	☐	☐	☐	☐
Need for closer cooperation among nations	☐	☐	☐	☐	☐
Desire to meet and interact with persons not from your home country	☐	☐	☐	☐	☐
Actual or desired travel to foreign countries	☐	☐	☐	☐	☐
Actual participation in activities aimed at effecting greater international understanding	☐	☐	☐	☐	☐

42. What effect did your fellowship experience have on the following?

	It, "lost considerably"	Reduced slightly	Had no effect	Increased slightly	Increased considerably
Your negative feelings about foreigners	☐	☐	☐	☐	☐
Your positive feelings about your own country	☐	☐	☐	☐	☐
Your critical views of your own country	☐	☐	☐	☐	☐
Your view that values of your own society are not universal and that values of other societies are just as valid	☐	☐	☐	☐	☐
Your respect for traditions, culture, way of life, etc., of other cultures	☐	☐	☐	☐	☐
Your belief that problems of developing nations should be of no concern to the developed ones	☐	☐	☐	☐	☐
Your belief that conflicts among particular nations do not affect the rest of the world	☐	☐	☐	☐	☐
Your interest in learning languages other than that of the host country	☐	☐	☐	☐	☐
Your membership in organizations concerned with international issues and problems	☐	☐	☐	☐	☐

(please continue)

45. Do you think it is a good idea for ITT to sponsor an international fellowship program? Why?

46. How could the international fellowship program be improved?

Appendix C

ITT FELLOWSHIPS BETWEEN 52 PARTICIPATING COUNTRIES AND THE UNITED STATES 1973-1982

<i>Foreign nationals to U.S. from:</i>		<i>American nationals from U.S. to:</i>	
ALGERIA	1	ALGERIA	0
ARGENTINA	3	ARGENTINA	4
AUSTRALIA	9	AUSTRALIA	9
AUSTRIA	7	AUSTRIA	5
BELGIUM	9	BELGIUM	11
BRAZIL	9	BRAZIL	12
CAMEROON	0	CAMEROON	1
CANADA	4	CANADA	0
CHILE	7	CHILE	5
COLOMBIA	3	COLOMBIA	3
DENMARK	5	DENMARK	6
ECUADOR	1	ECUADOR	0
EGYPT	4	EGYPT	4
EL SALVADOR	1	EL SALVADOR	0
FINLAND	9	FINLAND	9
FRANCE	9	FRANCE	11
GERMAN FEDERAL REPUBLIC	9	GERMAN FEDERAL REPUBLIC	9
GHANA	2	GHANA	1
GREECE	7	GREECE	10
HUNGARY	1	HUNGARY	0
INDONESIA	2	INDONESIA	1
IRAN	6	IRAN	5
IRELAND	7	IRELAND	10
ISRAEL	4	ISRAEL	4
ITALY	9	ITALY	8
JAPAN	3	JAPAN	0
KENYA	9	KENYA	6
KOREA	5	KOREA	0
LIBERIA	4	LIBERIA	4

<i>Foreign nationals to U.S. from:</i>		<i>American nationals from U.S. to:</i>	
MALAYSIA	1	MALAYSIA	0
MEXICO	6	MEXICO	8
NETHERLANDS	7	NETHERLANDS	8
NIGERIA	4	NIGERIA	4
NORWAY	6	NORWAY	9
PERU	3	PERU	3
PHILIPPINES	3	PHILIPPINES	4
POLAND	5	POLAND	0
PORTUGAL	6	PORTUGAL	3
PUERTO RICO	4	PUERTO RICO	0
SAUDI ARABIA	1	SAUDI ARABIA	4
SINGAPORE	3	SINGAPORE	0
SOUTH AFRICA	6	SOUTH AFRICA	0
SPAIN	7	SPAIN	12
SWEDEN	6	SWEDEN	10
SWITZERLAND	6	SWITZERLAND	9
TAIWAN	6	TAIWAN	11
THAILAND	2	THAILAND	0
UNITED KINGDOM	9	UNITED KINGDOM	12
URUGUAY	1	URUGUAY	0
VENEZUELA	4	VENEZUELA	4
YUGOSLAVIA	7	YUGOSLAVIA	4
ZAIRE	1	ZAIRE	0

Appendix D

HOST INSTITUTIONS FOR ITT FOREIGN FELLOWS AND HOME INSTITUTIONS FOR ITT U.S. FELLOWS 1973-1982

		Placements for Foreign Fellows	Awards to U.S. Fellows
Alabama	Spring Hill College	—	1
	University of South Alabama	—	1
Arizona	American Grad. Sch. Int'l Mgmt.	1	—
	Arizona State University	—	2
Arkansas	University of Central Arkansas	—	1
California	Antioch University West	1	—
	University of California/		
	Berkeley	7	3
	Davis	1	—
	Irvine	1	—
	Los Angeles	9	2
	Riverside	2	—
	San Diego	3	—
	Santa Cruz	—	1
	California College of Arts & Crafts	—	1
	California State University/		
	Fresno	—	4
	Long Beach	1	—
	California Inst. of Technology	1	8
	Claremont Graduate School	1	—
	Loyola University in Los Angeles	—	1
	Mills College	—	1
	Otis Art Institute	—	1
	Pomona College	—	2
	University of Southern California	6	—
	Stanford College	20	5
Colorado	University of Denver	1	—
	University of Colorado	2	1
	U.S. Air Force Academy	—	1
Connecticut	Yale University	3	6

		Placements for Foreign Fellows	Awards to U.S. Fellows
Florida	University of Florida	1	—
	Florida State University	1	—
	University of Miami	1	—
	The New College	—	1
	University of South Florida	1	—
Georgia	Emory University	—	1
	Georgia Institute of Technology	1	—
Hawaii	University of Hawaii/Manoa	1	—
Idaho	University of Idaho	—	1
Illinois	School of the Art Inst. of Chicago	—	1
	University of Chicago	5	3
	University of Illinois	3	4
	Illinois Institute of Technology	2	—
	Illinois Wesleyan University	—	1
	Loyola University	1	—
	MacMurray College	—	1
	Northwestern University	3	—
	Southern Illinois University	2	—
Indiana	Ball State University	—	1
	Indiana University	3	1
	University of Notre Dame	—	1
	Purdue University	2	—
	Valparaiso University	—	1
Iowa	University of Iowa	1	2
	Iowa State University	—	1
	Luther College	—	1
Kansas	University of Kansas	4	1
	Kansas City Art Institute	—	1
	Wichita State University	—	1
Louisiana	Louisiana State University	1	—
	Louisiana Technical University	—	1
Maine	Bowdoin College	—	1
	Colby College	—	1
Maryland	Johns Hopkins University	1	—
	Maryland Institute College of Art	—	1
	University of Maryland	2	1
	Morgan State University	—	1
Massachusetts	Boston College	—	1
	Boston University	2	1
	Brandeis University	—	1
	Clark University	1	—
	Harvard University	24	8
	College of Holy Cross	—	1
	University of Massachusetts/Amherst	1	2
	Massachusetts Inst. of Technology	14	2

		Placements for Foreign Fellows	Awards to U.S. Fellows
	Mt. Holyoke College	—	1
	New England Conservatory of Music	1	1
	Northeastern	1	—
	Radcliff College	—	1
	Smith College	—	3
	Tufts University	1	2
	Wellesley College	—	2
Michigan	University of Michigan	10	2
	Michigan State University	1	1
	Oakland University	—	1
	Wayne State University	—	1
	Western Michigan University	2	1
Minnesota	Hamline University	—	1
	Macalester College	—	3
	University of Minnesota	1	2
	College of St. Catherine	—	1
	College of St. Thomas	—	1
Mississippi	University of Mississippi	2	1
	University of Southern Mississippi	—	1
Missouri	St. Louis University	—	1
	Washington University	2	—
Nebraska	University of Nebraska	—	2
Nevada	University of Nevada	—	2
New Hampshire	Franklin Pierce Law Center	—	1
New Jersey	Princeton University	—	6
	Rutgers University	2	2
New Mexico	University of New Mexico	1	2
New York	Adelphi University	—	1
	Columbia University	18	2
	Columbia Univ. Teachers College	1	—
	Cornell University	10	2
	Eastman School of Music	1	3
	Fordham University	—	1
	Hamilton College	—	2
	The Juilliard School of Music	—	1
	Long Island Univ./Southampton Ctr.	—	2
	New York University	11	—
	Rochester Inst. of Technology	1	—
	Rochester University	1	—
	SUNY/Albany	1	—
	SUNY/Cortland	1	—
	SUNY/Stony Brook	—	1
	Syracuse University	4	1
North Carolina	Davidson College	—	1
	Duke University	1	4

		Placements for Foreign Fellows	Awards to U.S. Fellows
	East Carolina University	—	1
	Guilford College	—	1
	University of North Carolina	1	—
	North Carolina State Univ./Raleigh	1	—
Ohio	Case Western Reserve Univ.	1	—
	Cleveland State University	—	1
	Kent State University	—	1
	Kernon College	—	1
	Cerberin College	—	3
	Ohio University	—	2
	Ohio State University	2	2
	Western College	—	1
	Xavier University	—	2
Oklahoma	University of Oklahoma/Norman	—	1
	Oklahoma State University	—	1
	University of Tulsa	1	—
Oregon	Reed College	—	1
Pennsylvania	Bryn Mawr College	—	1
	Carnegie-Mellon University	—	2
	Haverford College	—	1
	LaSalle College	—	1
	Lebanon Valley College	—	1
	Lehigh University	1	1
	Pennsylvania State University	1	1
	University of Pennsylvania	9	3
	University of Pittsburgh	1	2
	University of Scranton	—	1
	Swarthmore College	—	3
	Temple University	—	3
Rhode Island	Brown University	1	5
	Rhode Island School of Design	1	1
South Carolina	Clemson University	—	1
	University of South Carolina	1	1
	Winthrop College	—	—
South Dakota	Augustana College	—	1
Tennessee	David Lipscomb University	—	1
	Fisk University	—	2
	Southwestern at Memphis	—	1
	Vanderbilt University	2	3
Texas	Pan American University	—	1
	Southern Methodist University	1	—
	University of Texas/Austin	2	4
	Texas A & M University	1	—
	Texas Christian University	—	1
	Texas Lutheran College	—	1
Utah	University of Utah	1	1

Vermont	Middlebury College	—	1
	St. Michael's College	—	1
Virginia	Hollins College	—	1
	James Madison University	—	1
	University of Virginia	1	4
	Virginia Commonwealth University	—	1
	Virginia Poly. Inst. & State Univ.	1	—
	Washington and Lee University	—	1
	College of William and Mary	—	2
Washington	Pacific Lutheran University	—	2
	University of Washington	—	2
	Washington State University	—	1
	Western Washington University	—	1
Wisconsin	Gustavus Adolphus College	—	1
	Lawrence University	—	1
	Institute of Paper Chemistry	—	1
	University of Wisconsin/Eau Claire	—	1
	University of Wisconsin/Madison	4	4
District of Columbia	American University	1	3
	George Washington University	2	—
	Georgetown University	3	4
	Johns Hopkins University (SAIS)	2	—